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ABSTRACT

The collection of papers was written by teacher researchers from an adult migrant English program, and consists of reports and discussions of action research on teaching heterogeneous learner groups. Papers include: "Disparate Groups: Exploring Diversity in Practice through Collaborative Action Research" (Anne Burns, Susan Hood); "A Profile of Group Diversity" (Marie Muldoon); "Individual Differences Between Two Language Learners" (Susanne Air); "Social and Cultural Difference in the Classroom" (Pam McPherson); "How Do You Feel About This Class?" (Sue Whitham); "What Do Students Think About Group Work?" (Lucy Valeri); "Incorporating Students' Views Into the Planning Process" (Kaye Grayson); "'Ah...Writing...It's OK Now': Perceptions of Literacy Learning" (Meg Quinn); "Taking a Whole Group Approach" (Sue Shaw); "Grouping for Levels" (Patricia Prescott); "At Home in the Workplace" (Judy Goodman); "Groups for Grammar Support (1)" (Penny Brooksbank, Helen Carroll); "Groups for Grammar Support (2)" (Carmen Hannon); "Customizing Worksheets and Activities" (Vicky Hambling); "Collegiate Reflections on Methodology" (Lorraine Hatcher-Friel); "Dialogues as a Starting Point" (Helen Hanrahan); "Teaching Writing in a Disparate Learner Group" (Margaret Clarkson); "Making the Most of Support Resources" (Helen Mulvaney); "Using English Outside the Classroom" (Janette Kohn); "Strategies for Non-Language Outcomes" (Lenn de Leon); "Developing Independent Learning" (Anne Fowler); "Memorised Chunks as a Strategy Used by Adult Learners" (Minh Duc Thai); "Changes in Practice: Steps in Action Research" (Linda Ross); "Finding Common Goals" (Chris Pierson); "Action Research as Professional Development" (Jane Hamilton); and "Supporting the Action Research Process" (Jo Eady). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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